



E B Morse Elementary

200 Parkview Drive
Laurens, South Carolina

Grades	PK-5 Elementary School	
Enrollment	705 Students	
Principal	Ameca Carter	864-984-7777
Superintendent	Edgar C. Taylor	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	Below Average
2004	Good	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

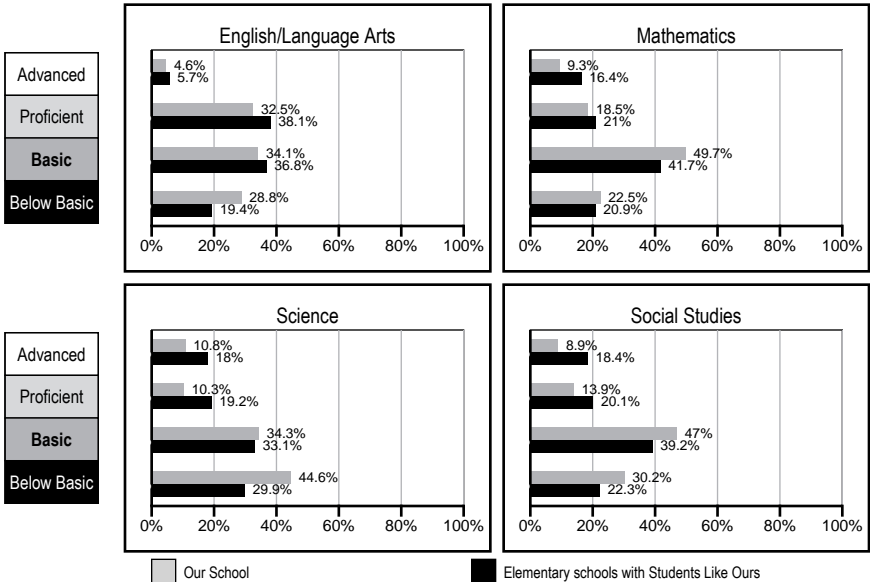
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	9	67	13	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=705)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	Down from 3.5%	2.2%	2.3%
Attendance rate	96.5%	Up from 96.1%	96.3%	96.3%
Eligible for gifted and talented	9.4%	Down from 10.1%	11.2%	10.4%
With disabilities other than speech	6.9%	Up from 5.1%	8.4%	7.5%
Older than usual for grade	1.8%	Down from 3.0%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	37.5%	Up from 35.0%	56.7%	56.7%
Continuing contract teachers	80.0%	Up from 70.0%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 3.0%	0.0%	0.0%
Teachers returning from previous year	81.1%	Up from 76.7%	87.8%	86.4%
Teacher attendance rate	94.7%	Up from 93.0%	95.0%	94.9%
Average teacher salary	\$43,289	Up 6.4%	\$45,032	\$45,345
Professional development days/teacher	8.8 days	Down from 13.1 days	12.5 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Down from 17.6 to 1	18.7 to 1	18.5 to 1
Prime instructional time	88.9%	Up from 87.8%	89.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 81.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,658	Up 4.4%	\$6,650	\$7,052
Percent of expenditures for instruction*	66.6%	Up from 64.3%	68.9%	69.1%
Percent of expenditures for teacher salaries*	62.5%	Up from 59.6%	64.9%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

The mission at E.B. Morse Elementary is to create a community of learners who are responsible and productive citizens. We are a Title I school that offers educational choices for parents. We have traditional (single-aged) classrooms and Montessori (multi-aged) classrooms.

We are continually improving our instructional programs with the use of Thinking Maps, Balanced Literacy Program, Measures of Academic Progress (MAP), Investigations, "Math Out-of-the-Box," and Science Kits. We strive to drive the instruction by using the MAP and PACT data. The analysis of the data helps us to better plan and differentiate instruction. Our teachers assist the students in setting personal MAP goals throughout the year.

We were fortunate to have a Literacy Coach and Math Coach. Under their leadership, the staff analyzed data and classroom assessments. As part of this process, the staff met in grade levels and individually with the coaches to discuss useful techniques of instruction and assessments in Reading, Writing, and Math. Our coaches also worked with teachers to help them better understand the South Carolina curriculum standards.

Title I funds helped provide key programs that assisted in students' successes. With the funds, we provided things such as a Parenting Coordinator, two Reading Recovery teachers who supported struggling first graders, and classroom materials.

After school programs such as tutors and "homework help" were available to assist with the academic needs of targeted groups of students. These programs were in cooperation with the CAPPS program and the Truancy Grant. Our students were involved in a school-wide character education program that helps all to be more successful citizens in and out of the classroom.

Parental involvement must be an important part of our school community. We planned parent/family events, such as Science Fair, Birthday Book Club, "Wonderful Wednesdays", a talent show, and musical and drama events.

We invite and encourage all of our stakeholders--students, parents, teachers, and community members--to be a part of our school community.

Dianne Simmons, Principal
Brian Harlan, SIC Secretary

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	72	45
Percent satisfied with learning environment	85.7%	83.3%	86.7%
Percent satisfied with social and physical environment	75.9%	81.9%	86.7%
Percent satisfied with school-home relations	55.2%	88.9%	81.8%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	311	100	28.8	34.1	32.5	4.6	47	46	48.2	Yes	Yes
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Gender

Male	177	100	37.8	32.6	26.2	3.5	39	38.2	41.7	N/A	N/A
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Female	134	100	16.9	36.2	40.8	6.2	57.7	54.5	55	N/A	N/A
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Racial/Ethnic Group

White	165	100	18.5	32.1	42.6	6.8	58	52.6	60	Yes	Yes
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African American	139	100	41	35.8	20.9	2.2	35.1	33.6	31.7	No	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.5	38.4	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status

Disabled	52	100	76	20	4	0	6	13.3	16	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	35.3	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	198	100	35.8	37.4	24.7	2.1	38.4	38.4	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	311	100	22.5	49.7	18.5	9.3	43.4	41.6	45.8	Yes	Yes
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Gender

Male	177	100	24.4	47.7	17.4	10.5	43.6	42.1	45.6	N/A	N/A
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Female	134	100	20	52.3	20	7.7	43.1	40.9	45.9	N/A	N/A
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Racial/Ethnic Group

White	165	100	12.3	49.4	24.1	14.2	56.2	48.1	59	Yes	Yes
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African American	139	100	35.1	50	11.9	3	26.9	26.8	26.9	No	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	44.8	38.1	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status

Disabled	52	100	44	50	2	4	14	14.6	17.1	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	46	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	198	100	30	48.9	17.4	3.7	33.7	34.2	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

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I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	212	100	44.6	34.3	10.3	10.8	21.1	23.6	35.7	96.5	96
Gender											
Male	125	100	41.3	37.2	9.9	11.6	21.5	24.6	37.4	96.5	96
Female	87	100	49.4	30.1	10.8	9.6	20.5	22.5	33.8	96.5	96
Racial/Ethnic Group											
White	104	100	25.5	43.1	11.8	19.6	31.4	30.9	49.2	96.3	95.8
African American	103	100	65.3	24.5	8.2	2	10.2	10.6	17	96.7	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	97.1	96.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	11.2	24.9	93.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.7	95.6
Disability Status											
Disabled	40	100	61.5	30.8	5.1	2.6	7.7	9.7	14	95.8	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	93.1
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	12.8	24.4	96.4	97.1
Socio-Economic Status											
Subsided meals	141	100	54.5	32.1	11.2	2.2	13.4	17.4	21.1	96	95.6
Social Studies											
All Students	209	100	30.2	47	13.9	8.9	22.8	21.4	34	96.5	96
Gender											
Male	113	100	28.4	44	12.8	14.7	27.5	25.6	36.6	96.5	96
Female	96	100	32.3	50.5	15.1	2.2	17.2	16.8	31.3	96.5	96
Racial/Ethnic Group											
White	118	100	27	44.3	16.5	12.2	28.7	25.9	44.5	96.3	95.8
African American	87	100	34.5	51.2	9.5	4.8	14.3	11.9	19.1	96.7	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.1	96.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	17.6	27.5	93.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.7	95.6
Disability Status											
Disabled	35	100	39.4	51.5	6.1	3	9.1	13	14.4	95.8	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	93.1
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	18	27.3	96.4	97.1
Socio-Economic Status											
Subsided meals	132	100	34.1	50	10.3	5.6	15.9	16.4	21	96	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	105	100	16.7	42.2	34.3	6.9	41.2
	4	104	100	21.4	34	39.8	4.9	44.7
	5	73	100	26.8	49.3	23.9	0	23.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	102	100	23.8	27.7	42.6	5.9	48.5
	4	110	100	29.8	32.7	31.7	5.8	37.5
	5	99	100	33	42.3	22.7	2.1	24.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	105	100	23.5	47.1	12.7	16.7	29.4
	4	104	100	19.4	39.8	24.3	16.5	40.8
	5	73	100	12.7	63.4	11.3	12.7	23.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	102	100	24.8	52.5	12.9	9.9	22.8
	4	110	100	20.2	50	18.3	11.5	29.8
	5	99	100	22.7	46.4	24.7	6.2	30.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	52	100	33.3	33.3	23.5	9.8	33.3
	4	104	100	45.6	31.1	20.4	2.9	23.3
	5	37	100	34.3	42.9	11.4	11.4	22.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	52	100	27.5	41.2	13.7	17.6	31.4
	4	110	100	47.1	35.6	10.6	6.7	17.3
	5	50	100	57.1	24.5	6.1	12.2	18.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	53	100	9.8	66.7	15.7	7.8	23.5
	4	104	100	35.9	44.7	15.5	3.9	19.4
	5	36	100	41.7	47.2	8.3	2.8	11.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	50	100	26	48	16	10	26
	4	110	100	25	50	14.4	10.6	25
	5	49	100	45.8	39.6	10.4	4.2	14.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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